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The effect of the Student Counseling Assistant Program at Los Angeles City College on the persistence and scholarship of socioeconomically disadvantaged students from the city's poverty area high schools is evaluated by comparing the rate of staying in college throughout one semester and the GPA's of the following groups: (1) group A, an experimental group of socioeconomically disadvantaged students who were counseled by paraprofessional student counselors; (2) group B, a comparison group of socioeconomically disadvantaged students who failed to respond to the invitation to be counseled by the student counselors; and (3) group C, a comparison group from a previous semester matched to the experimental group on the variables of high school background, sex, age, and SCAT scores. Subjective data concerning the value of the program were obtained via questionnaires submitted to the counseled students, and to the student and professional college counselors. Group A persisted at a significantly higher rate than group B or C; groups A and B earned identical GPA's, although group B had a clear academic advantage as measured by the SCAT. Both groups A and B earned significantly higher GPA's than group C. The subjective opinions of the counseled students and of the student and professional college counselors are summarized, and a variety of suggestions offered. [Not available in hard copy because of marginal legibility of original.] (MC)

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LOS ANGELES CITY COLLEGE

"THE FALL, 1968 STUDENT COUNSELOR ASSISTANT PROGRAM: AN EVALUATION

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Research Study #69-6

JC 690 305

Ben K. Gold
May, 1969
Office of Research

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 22 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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"THE FALL, 1968 STUDENT COUNSELOR ASSISTANT PROGRAM:
AN EVALUATION"

I. INTRODUCTION

Under the sponsorship of the American Association of Junior Colleges and the Office of Economic Opportunity, Los Angeles City College initiated in the Fall, 1968 semester an experimental program to ascertain the effects of using students as para-professional counselors to assist a select group of disadvantaged students from poverty area high schools. Other reports have described specifics of the program. This report is concerned with evaluation.

The program as originally developed listed the following objectives:

(1) To determine if student counselor assistants can assist socio-economically disadvantaged students to succeed academically in college during their first year.

(2) To determine if student counselor assistants can contribute to motivation and reinforcement necessary for socio-economically disadvantaged students to complete a two-year occupational or transfer program.

(3) To determine the effect of selected factors in the Student Counseling Assistant Program.

(4) To determine if student counselor assistants can be instrumental in recruiting socio-economically disadvantaged youth into junior college education.

(5) To establish guidelines for increasing the effectiveness of the Student Counseling Assistants.

Objectives (2) and (4) are long-range objectives, the attainment of which can not be measured at this time. This report will be concerned mainly with objectives (1) and (3).

II. PERSISTENCE AND SCHOLARSHIP

Criterion variables to measure the degree of academic assistance student counselors were able to provide were chosen to be the percent of students who completed the first semester and grade point average of these students. Comparison groups were developed as follows:

Experimental Group (Group A):

> All students who were identified by means of a questionnaire at registration as being socio-economically disadvantaged and who responded to the invitation extended to them to be assisted by a student counselor. (n=251)

Group A is subdivided into the following two groups:

> AD: those students who were enrolled in the Developmental Studies program, designed for students scoring low on the college entrance examination, and designed primarily to improve communicative skills. n=(132)
>
> AR: the remainder of group A. (n=119)

Comparison Group B:

> All students who were identified by means of a questionnaire at registration as being socio-economically disadvantaged and who failed to respond to the invitation extended to them to be advised by a student counselor. (n=299)

Comparison Group A-1:

> A group of Fall, 1967 entering students designed to match * as closely as possibly Group A, matching variables being high school of origin, sex, age, and performance on the college entrance examination (School and College Ability Test). n=250.
>
> In addition to the above, one other group will be included in the following discussion, viz., those students who "dropped in" on the student counselors and were subsequently advised by them.

Table I presents data comparing the three groups A, B, A-1 on age, sex, high school background, and total raw score on the SCAT entrance examination. Characteristics of groups A and A-1 match closely, by design. Pronounced

* total frequency matching was used; some small discrepancies appear in subgroupings presented later

differences can be observed among the other groups. In order to study differences among students of various ethnic backgrounds, Los Angeles city high school groups are categorized according to a 1968 Los Angeles city ethnic survey indicating high schools predominatly Negro or Mexican-American.

It will be noted that Group A contains students from high schools outside Los Angeles city. These students are included inasmuch as they received considerable attention from the student counselors and appeared to match in aptitude and background students from the Los Angeles area. Succeeding tables permit examining the effect of the program on these students separately.

Table 2 compares persistence rates and academic performance of the three groups as measured by percent C average or above and semester grade point average. Tables 3-6 indicate similar statistics according to the ethnic categories described above.

TABLE 1 - Characteristics of Comparison Groups

		Fall, 1968 (OEO criterion met) Counselees not in D. S. A R		Counselees in D. S. A D		Total A		not counseled S		Fall, 1967 Comparison Group A - I	
Number		132		119		251		249		250	
AGE	17	24		14		38		12		79	
	18	63		83		146		197		113	
	19	25		13		38		58		29	
	20+	17		9		26		32		28	
	Median	18		18		18		18		18	
SEX	Male	52	39%	41	34%	93	37%	137	46%	93	37%
	Female	80	61%	78	66%	158	63%	162	54%	157	63%
L.A. City Predom. Black	Manual Arts	25		14		39		20		40	
	Jefferson	9		5		14		6		14	
	Washington	10		9		19		26		19	
	Fremont	2		2		4		21		6	
	Jordan	0		2		2		3		2	
	TOTAL	46	35%	32	27%	78	31%	76	25%	81	32%
HIGH SCHOOLS L.A. City Predom. Mex.-Amer.	Roosevelt	4		5		9		6		9	
	Lincoln	5		1		6		7		6	
	Franklin	1		0		1		13		4	
	Belmont	8		9		17		37		17	
	TOTAL	18	14%	15	13%	33	13%	63	21%	36	14%
L.A. City Others	Los Angeles	18		14		32		79		33	
	Dorsey	12		5		17		47		17	
	Hamilton	5		4		9		31		9	
	Others	7		18		25		3		22	
	TOTAL	42	32%	41	34%	83	33%	160	54%	81	32%
	LA Private	7		12		19		0		20	
	Cal. Public	10		3		13		0		8	
	Cal. Private	1		1		2		0		2	
	West. Sts.	1		3		4		0		4	
	West. Cent. Sts.	0		1		1		0		1	
	Cent. Sts.	0		1		1		0		1	
	Outside South. Sts.	4		8		12		0		12	
	LA N. E. Sts.	2		2		4		0		3	
	City Foreign	1		0		1		0		1	
	TOTAL	26	20%	31	26%	57	23%	0	0%	52	21%

Continued on Page 5.

TABLE 1 - (continued)

		Fall, 1968 (OEO criterion met)				Fall, 1967 Comparison Group A - 1
		Counselees				
		not in D. S. A R	in D. S. A D	Total A	not counseled B	
	0 - 10					
SCAT	11 - 15	1	4	5	1	4
TOTAL RAW	16 - 20	5	5	10	7	12
SCORE	21 - 25	6	15	21	8	18
(Natural	26 - 30	16	32	48	13	33
College	31 - 35	7	41	48	21	42
Freshman	10- 36 - 40	19	20	39	17	43
%iles	41 - 45	15		15	29	26
in red	20- 46 - 50	7		7	32	20
	30- 51 - 55	16		16	31	24
	40- 56 - 60	7		7	25	13
	61 - 65	7		7	26	5
	50- 66 - 70	9		9	23	7
	60- 71 - 75	4		4	19	2
	70- 76 - 80	2		2	11	0
	80- 81 - 85	1		1	5	1
	90- 86 - 90	0		0	6	0
	91+	3		3	1	0
	Mean	45.9	29.9	38.2	52.3	39.0
	Std. Dev.	17.2	6.4	15.3	16.8	13.1

TABLE 2 - First Semester Persistence and Academic Performance

	FALL, 1968 (OEO criterion Met) Counselees				Fall, 1967 Comparison Group
	Not in D.S. A R	In D.S. A D	Total A	Not counseled B	A - I
TOTAL					
Number	132	119	251	299	250
No. completing semester	130	118	248	242	221
% completing semester	98%	99%	99%	81%	88%
No. C aver. or above	55	70	125	129	75
% C aver. or above*	42%	59%	50%	53%	34%
Average Uts. attempted	10.6	11.4	11.0	10.8	9.8
Grade point average	1.78	2.10	1.94	1.93	1.66
MALES					
Number	52	41	93	137	93
No. completing semester	52	41	93	112	86
% completing semester	100%	100%	100%	82%	92%
No. C aver. or above	21	15	36	49	20
% C aver. or above*	40%	37%	40%	44%	23%
Average units attempted	11.7	12.1	11.9	11.1	9.5
Grade point average	1.84	1.81	1.82	1.82	1.48
FEMALES					
Number	80	78	158	162	157
No. completing semester	78	77	155	130	135
% completing semester	98%	99%	98%	80%	86%
No. C aver. or above	34	55	89	71	55
% C aver. or above*	44%	71%	57%	55%	41%
Average units attempted	9.8	11.0	10.4	10.6	9.9
Grade point average	1.74	2.26	2.01	2.04	1.77
% Male	39%	34%	37%	46%	37%

* based on number completing semester

TABLE 3 - First Semester Persistence and Academic Performance: Students from Predominantly Negro High Schools

	Fall, 1968 (OEO criterion met)				Fall, 1967 Comparison Group A - 1
	Counselees			not counseled B	
	not in D. S. A R	in D. S. A D	Total A		
TOTAL					
Number	46	32	78	76	81
No. completing semester	46	32	78	57	69
% completing semester	100%	100%	100%	67%	85%
No. C aver. or above	21	15	36	26	22
% C aver. or above*	46%	47%	46%	46%	32%
Aver. units attempted	10.3	10.4	10.4	10.9	9.5
G.P.A.	1.69	1.87	1.76	1.97	1.60
MALES					
Number	11	8	19	27	27
No. completing semester	11	8	19	18	24
% completing semester	100%	100%	100%	80%	89%
No. C aver. or above	5	3	8	6	3
% C aver. or above*	45%	38%	42%	33%	12%
Aver. units attempted	11.7	11.3	11.6	8.7	9.0
G.P.A.	1.91	1.49	1.73	1.74	1.28
FEMALES					
Number	35	24	59	49	54
No. completing semester	35	24	59	39	45
% completing semester	100%	100%	100%	75%	83%
No. C aver. or above	16	12	28	20	19
% C aver. or above*	46%	50%	47%	51%	42%
Aver. units attempted	9.8	10.2	10.0	11.9	9.7
G.P.A.	1.60	2.01	1.77	2.05	1.75
% Males	24%	25%	24%	36%	33%

* based on number completing semester

TABLE 4 - First Semester Persistence and Academic Performance:
Students from Predominantly Mexican-American High Schools

	Fall, 1968 (OEO criterion met)				Fall, 1967 Comparison Group A - 1
	Counselees			not counseled B	
	not in D. S. A R	in D.S. A D	Total A		
TOTAL					
Number	18	15	33	63	36
No. completing semester	18	14	32	45	33
% completing semester	100%	93%	97%	71%	92%
No. C aver. or above	5	8	13	22	14
% C aver. or above*	28%	57%	41%	49%	42%
Aver. units attempted	11.6	12.2	11.8	10.0	10.5
G.P.A.	1.66	1.77	1.71	1.96	1.78
MALES					
Number	12	7	19	26	18
No. completing semester	12	7	19	17	18
% completing semester	100%	100%	100%	65%	100%
No. C aver. or above	2	3	5	7	10
% C aver. or above*	17%	43%	26%	41%	56%
Aver. units attempted	12.2	13.1	12.5	11.0	10.6
G.P.A.	1.54	1.76	1.62	1.73	1.98
FEMALES					
Number	6	8	14	37	18
No. completing semester	6	7	13	28	15
% completing semester	100%	88%	93%	76%	83%
No. C aver. or above	3	5	8	15	4
% C aver. or above*	50%	71%	62%	54%	26%
Aver. units attempted	10.4	11.3	10.9	9.3	10.4
G.P.A.	1.94	1.78	1.85	2.13	1.54
% Males	67%	47%	58%	41%	50%

*based on number completing semester

TABLE 5 - First Semester Persistence and Academic Performance:
Students from "Other" L. A. City High Schools

	Fall, 1968 (OEO criterion met)				Fall, 1967 Comparison Group A - 1
	Counselees			not counseled B	
	not in D. S. A R	in D. S. A D	Total A		
TOTAL					
Number	42	41	83	160	81
No. completing semester	41	41	82	140	70
% completing semester	98%	100%	99%	88%	86%
No. C aver. or above	18	20	38	72	27
% C aver. or above *	44%	49%	46%	51%	39%
Aver. units attempted	10.8	12.0	11.4	11.1	9.8
G.P.A.	1.88	2.13	2.02	1.91	1.80
MALES					
Number	19	17	36	84	26
No. completing semester	19	17	36	77	24
% completing semester	100%	100%	100%	92%	92%
No. C aver. or above	9	4	13	36	6
% C aver. or above*	47%	24%	36%	47%	25%
Aver. units attempted	12.0	12.3	12.1	11.7	9.4
G.P.A.	1.88	1.79	1.84	1.85	1.60
FEMALES					
Number	23	24	47	76	55
No. completing semester	22	24	46	63	46
% completing semester	96%	100%	98%	83%	84%
No. C aver. or above	9	16	25	36	21
% C aver. or above*	41%	67%	54%	57%	46%
Aver. units attempted	9.8	11.8	10.8	10.4	10.1
G.P.A.	1.88	2.38	2.17	1.99	1.92
% male	45%	42%	43%	53%	32%

* based on number completing semester

TABLE 6 - First Semester Persistence and Academic Performance: Students from High Schools Other than L. A. City

	Fall, 1968 (OEO criterion met)				Fall, 1967 Comparison Group A - 1
	Counselees			not counseled B	
	not in D. S. A R	In D. S. A D	Total A		
TOTAL					
Number	26	31	57	none	52
No. completing semester	25	31	56	-	49
% completing semester	96%	100%	98%	-	94%
No. C aver. or above	11	27	38	-	12
% C aver. or above*	44%	87%	68%	-	24%
Aver. units attempted	10.0	11.1	10.6	-	9.6
G.P.A.	1.88	2.43	2.20	-	1.45
MALES					
Number	10	9	19	-	22
No. completing semester	10	9	19	-	20
% completing semester	100%	100%	100%	-	91%
No. C aver. or above	5	5	10	-	1
% C aver. or above*	50%	56%	53%	-	5%
Aver. units attempted	10.6	11.9	11.2	-	9.3
G.P.A.	2.05	2.17	2.11	-	1.12
FEMALES					
Number	16	22	38	-	30
No. completing semester	15	22	37	-	29
% completing semester	94%	100%	97%	-	97%
No. C aver. or above	6	22	28	-	11
% C aver. or above*	40%	100%	76%	-	38%
Aver. units attempted	9.6	10.8	10.3	-	9.8
G.P.A.	1.75	2.54	2.24	-	1.68
% Male	38%	29%	33%	-	43%

*based on number completing semester

Table 7 presents a two way distribution of grade point averages and number of student counseling interviews for groups AR (in purple) and AD (in red). Number of interviews varied from 2 to 17, averaging about 5½ for each group. Correlation coefficients are not significantly different from zero, indicating that no relationship exists between the number of counseling interviews and grade point average.

TABLE 7 - Number of Interviews and Grade Point Averages of Students Counseled by Student Counselors, Fall, 1968

	Number of Interviews										
G. P. A.	2	3	4	5	6	7	8	9	10	11+	Total
								1			1
3.75+		1									1
						2					2
3.50-3.74	1			1							2
		1									1
3.25-3.49			1								1
		2		2		1		1		2	8
3.00-3.24	2	2	1	2		1	2				10
		2		2			2				6
2.75-2.99	2		2	2	1	3			3	1	14
		1	1	1	1				2		6
2.50-2.74	2		1	1	2	1					7
		3			1	2	1				7
2.25-2.49	1		6		1	2	1			3	14
	4	3	4	2		3		5	3		24
2.00-2.24	2	2	4	4	2	3	1	2		1	21
	1	5	1	3					1		11
1.75-1.99	1	3	4	2	1	1	1				13
	2	3	1	1	2		2			2	13
1.50-1.74	1	1	1	2	2	2	1	1	2	1	14
		2	2	1	4	1				1	11
1.25-1.49	1			1		1				1	4
	3	1	3	2	2		2			1	14
1.00-1.24	1	1	2	1	2						7
		1		1							2
0.75-0.99	1										1
		1			2	1			1	1	5
0.50-0.74					1			1			2
	1		1	1		1	1				5
0.25-0.49							1				1
	1	2	3	2	1	1	1	1	1	1	14
0.00-0.24	1	2	1	2							6
	12	27	16	18	13	12	9	8	6	9	130
TOTAL	16	12	23	18	12	14	7	4	5	7	118

Purple: not in Developmental Studies (AR)
Red: in Developmental Studies (AD)

Number of Interviews
Mean:
AR = 5.7
AD = 5.6
Total A = 5.7
Std. Dev.:
AR = 3.1
AD = 3.1
Total A = 3.1

Grade Point Average
Mean:
AR = 1.70
AD = 2.08
Total A = 1.88
Std. Dev:
AR = 0.92
AD = 0.80
Total A = 0.88

Correlation coefficient
AR: 0.10
AD: 0.04
Total A: 0.07

In addition to assisting students described above (Group A), student counselors answered questions and advised, when time permitted, other students on the campus who were aware of the program and came in to see the student counselors during their posted hours of availability. Two-hundred and fifty-eight students "dropped in" in this fashion and participated in a total of 428 interview sessions, an average of 1.6 visits per student, or an average of 22 "drop-ins" for each of the 19 student counselors. Effects on these "drop-ins" were not considered in this study.

III. SUBJECTIVE OPINIONS OF PROGRAM

In order to obtain opinions and value judgments of those involved in the program, questionnaires were prepared for students counseled, student counselor assistants, and professional counselors. Table 8 below indicates response rates of these three groups to these questionnaires.

TABLE 8. Response to Questionnaires

Group	No. In Group	No. Questionnaires Returned
Students counseled	251	101 (40%)
Student counselors	16*	12 (75%)
Professional counselors	16	13 (81%)

* 2 of the original 19 had withdrawn

Following is a summary of responses to the questionnaires for each of the three groups.

Counselees

One hundred and one counselees, of whom 38 were male, completed the questionnaire. Ages ranged from 17 to over 30, median 18.6. In responding to a question asking for ethnic background, 43 indicated Black, 21 Brown, 23 White, 9 Oriental, and 5 declined to state. 44 students indicated they were in the Developmental Studies program, 48 indicated they were not, 9 declined to state. Percent male in the respondents and in the total group (38% - 37%) and percent in Developmental Studies (48% - 47%) lend credence to the representativeness of the respondents. The following indicates responses to the remaining questions according to ethnic background and sex. Discrepancies in totals indicate failure to respond to specific questions.

Units completed this semester:

Units	Black	Brown	White	Oriental	Male	Female	Total
0 - 3	4	1	1	0	1	5	6
3½ - 6	0	2	0	0	0	2	2
6½ - 9	6	4	1	1	4	9	13
9½ - 12	16	4	9	5	12	23	35
12½ - 15	13	9	7	2	17	15	32
Over - 15	4	1	3	1	3	8	11
TOTAL	43	21	21	9	37	62	99
MEDIAN	11	11½	11½	10½	12½	10½	11½

How many hours per week do you work for pay outside of school?

	Black	Brown	White	Oriental	Male	Female	Total
None	14	8	11	2	13	27	40
1 - 9	3	2	4	3	5	7	12
10 - 19	5	1	3	1	4	7	11
20 - 29	16	4	3	3	8	18	26
30 - 39	2	2	1	0	4	1	5
40+	2	2	1	0	2	3	5
TOTAL	42	19	23	9	36	63	99
MEDIAN	19	9	2	6	10	6	8

How many hours per week do you spend on homework?

	Black	Brown	White	Oriental	Male	Female	Total
None	1	0	0	0	1	2	3
1 - 5	12	6	8	3	10	19	29
6 - 10	9	5	3	4	7	15	22
11 - 15	10	4	7	2	8	16	24
16 - 20	8	4	1	0	7	6	13
21 - 25	1	1	2	0	3	1	4
26 - 30	0	0	1	0	0	2	2
31+	1	0	1	0	0	2	2
TOTAL	42	20	23	9	36	63	99
MEDIAN	10	10	11	7	10	9	10

How many times have you met with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
Once only	2	2	1	1	3	3	6
2 - 3	7	6	8	0	10	14	24
4 - 6	6	5	7	5	10	14	24
7 - 10	14	2	1	1	6	12	18
11+	11	5	6	1	8	16	24
TOTAL	40	20	23	8	37	59	96
MEDIAN	8	5	5	5	5	6	5

How would you describe your relations with your student counselor?

	Black	Brown	White	Oriental	Male	Female	Total
warm and friendly	39	21	21	9	37	58	95
polite but not very friendly	0	0	2	0	1	1	2
rather cool and distant	0	0	0	0	0	0	0
TOTAL	39	21	23	9	38	59	97

For the following fifteen items, respondents were asked to circle a number according to the following scale, indicating how much help the student counselor gave them in the area indicated.

0: No help at all, more needed
1: Needed help but got none
2: A little help
3: A reasonable amount of help
4: Very much help

Selecting a schedule of classes.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	3	1	5	1	4	6	10
1	2	0	1	0	1	2	3
2	4	3	3	2	3	9	12
3	8	5	7	5	11	17	28
4	22	9	6	1	16	24	40
TOTAL	39	18	22	9	35	58	93
AVERAGE	3.1	3.2	2.4	2.6	3.0	2.9	2.9

Understanding the college catalog.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	3	7	2	8	13	21
1	1	0	1	0	1	1	2
2	7	5	3	3	9	10	19
3	6	4	7	2	7	15	22
4	16	7	3	2	9	19	28
TOTAL	39	19	21	9	34	58	92
AVERAGE	2.5	2.6	1.9	2.2	2.2	2.4	2.4

Understanding college rules.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	11	6	13	3	15	18	98 33
1	0	1	1	0	2	0	2
2	8	1	3	2	5	10	15
3	4	5	4	4	7	13	20
4	15	6	0	0	5	16	21
TOTAL	38	19	21	9	34	57	91
AVERAGE	2.3	2.2	0.9	1.8	1.6	2.2	1.9

Learning how to study

Response	Black	Brown	White	Oriental	Male	Female	Total
0	6	6	5	0	8	10	18
1	3	1	2	1	3	4	7
2	5	2	4	1	6	7	13
3	8	7	9	5	10	20	30
4	17	3	1	2	6	18	24
TOTAL	39	19	21	9	33	59	92
AVERAGE	2.7	2.0	2.0	3.0	2.1	2.5	2.4

Referring me to a professional counselor.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	3	10	2	13	18	31
1	0	2	2	0	4	0	4
2	4	3	5	3	7	8	15
3	4	1	3	2	3	8	11
4	22	4	1	1	6	22	28
TOTAL	39	18	21	8	33	56	89
AVERAGE	2.8	1.5	1.2	2.0	1.5	2.3	2.0

Willing to listen to my problems

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	3	0	3	5	8
1	0	1	0	0	0	1	1
2	0	0	3	0	2	1	3
3	2	2	5	4	6	7	13
4	33	15	10	5	23	43	66
TOTAL	39	19	21	9	34	57	91
AVERAGE 1	3.5	3.5	2.9	3.6	3.4	3.4	3.4

Giving information about 4-year colleges

Response	Black	Brown	White	Oriental	Male	Female	Total
0	4	1	6	0	7	5	12
1	1	2	0	0	2	1	3
2	6	3	5	1	4	11	15
3	10	5	3	5	12	12	24
4	17	7	6	3	9	25	34
TOTAL	38	18	20	9	34	54	88
AVERAGE	2.9	2.8	2.2	3.2	2.4	2.9	2.7

Giving information about 2 year programs

Response	Black	Brown	White	Oriental	Male	Female	Total
0	7	2	7	0	7	10	17
1	0	1	0	1	0	2	2
2	3	5	3	2	5	10	15
3	9	3	5	3	10	11	21
4	20	7	5	3	10	25	35
TOTAL	39	18	20	9	32	58	90
AVERAGE	2.9	2.7	2.0	2.9	2.5	2.7	2.6

Formulating my vocational plans.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	6	10	1	16	11	27
1	3	0	0	1	1	4	5
2	2	2	4	3	4	8	12
3	10	3	3	3	5	15	20
4	15	7	4	1	7	20	27
TOTAL	39	18	21	9	33	58	91
AVERAGE	2.5	2.3	1.6	2.2	1.6	2.5	2.2

Deciding on a major.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	12	9	8	2	15	18	33
1	1	1	0	1	0	3	3
2	4	3	2	4	7	6	13
3	7	1	4	1	3	11	14
4	14	4	6	1	7	19	26
TOTAL	38	18	20	9	32	57	89
AVERAGE	2.3	1.4	2.0	1.8	1.6	2.2	2.0

Understanding my own abilities.

Response	Black	Brown	White	Oriental	Male	Female	Total
0	9	7	6	1	12	12	24
1	2	0	2	0	1	2	4
2	5	2	1	2	4	6	10
3	7	6	8	4	10	17	27
4	16	3	2	1	2	21	23
TOTAL	39	18	19	8	30	58	88
AVERAGE	2.5	1.9	1.9	2.5	1.6	2.6	2.2

Understanding my own limitations

Response	Black	Brown	White	Oriental	Male	Female	Total
0	8	6	9	2	12	15	27
1	1	1	1	0	1	2	3
2	6	2	2	2	7	5	12
3	7	4	6	4	6	16	22
4	15	5	1	0	4	18	22
TOTAL	37	19	19	8	30	56	86
AVERAGE	2.5	2.0	1.4	2.0	1.6	2.4	2.1

Inspiring me to do well in college

Response	Black	Brown	White	Oriental	Male	Female	Total
0	0	1	8	1	5	5	10
1	1	0	2	0	2	1	3
2	5	1	0	1	4	3	7
3	5	6	7	5	11	14	25
4	28	11	5	2	12	36	48
TOTAL	39	19	22	9	34	59	93
AVERAGE	3.5	3.4	1.9	2.8	2.7	3.3	3.0

Having respect for myself

Response	Black	Brown	White	Oriental	Male	Female	Total
0	8	7	10	1	10	16	26
1	0	0	0	0	0	0	0
2	3	1	3	0	6	1	7
3	2	3	4	7	5	13	18
4	25	8	4	1	12	27	39
TOTAL	38	19	21	9	33	57	90
AVERAGE	2.9	2.3	1.6	2.6	2.3	2.6	2.5

Making my own decisions

Response	Black	Brown	White	Oriental	Male	Female	Total
0	15	7	10	1	13	21	34
1	0	0	0	0	0	0	0
2	2	2	5	4	6	7	13
3	5	4	2	3	8	8	16
4	16	5	5	1	6	22	28
TOTAL	38	18	22	9	33	58	91
AVERAGE	2.2	2.0	1.6	2.3	1.8	2.2	2.0

The final question asked the counselees their general opinion of the student counselor assistant program:

Response	Black	Brown	White	Oriental	Male	Female	Total
Excellent	27	18	12	4	21	43	64
Good	11	0	8	4	12	12	24
Fair	3	2	3	0	5	4	9
Poor	0	1	0	0	0	1	1
Useless	0	0	0	0	0	0	0
TOTAL	41	21	23	8	38	60	98

Student Counselors

Twelve student counselors completed the questionnaire submitted to them, Following is a count of the responses to personal questions:

Sex male (7), female (5)
Marital status: married (1), single (9), divorced (1)
Age: 19(2), 20 (1), 21-25 (2), 26-30 (3), over 30 (1)
Ethnic background: Black (4), Brown (6), White (1)
Units completed at L.A.C.C.:
21-30 (4), 41-50 (5), 51-60 (1), over 60 (2)
Paying job other than student counselor, yes (2), no (10)
(both 15 hours per week)

Student counselors were asked to indicate on a three point scale their feelings as to how much help counselees needed in various areas, and also how much of this help they were able to provide. Table 9 indicates numbers of responses (and average response) in each category.

TABLE 9 - Student-Counselors Judgments as to Help Needed and Help Provided

	Amount of Help Needed by Counselees				Amount of Help Provided by Student Counselor			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.
Selecting a schedule of classes	0	0	11	3.00	0	0	11	3.00
Understanding college catalog	1	7	3	2.18	1	6	4	2.27
Understanding college rules	3	6	1	1.80	2	7	1	1.90
Learning how to study	0	5	7	2.58	0	6	7	2.54
Information about 4-year colleges	0	3	9	2.75	0	3	7	2.70
Information about 2-year programs	0	5	7	2.58	0	4	6	2.60
Formulating vocational plans	0	4	7	2.64	0	8	4	2.33
Deciding on a major	0	6	6	2.50	0	8	4	2.33
Understanding abilities	1	5	5	2.36	1	8	2	2.09
Understanding limitations	0	7	3	2.30	0	7	3	2.30
Having self-respect	2	4	4	2.20	1	5	4	2.30

Other areas mentioned by one or two counselors included :

"personal problems," "home life", "scholarships and grants", and employment".

The major portion of the Student-Counselor questionnaire consisted of questions requiring subjective essay type responses. Following is a summary of responses to these questions. Numbers in parentheses indicate number of responses.

1. Was the student counselor assistant experience helpful to you personally? In what way?

Student counselors felt that their experience was a valuable one of learning:

understanding and relating to others (5)
students "needs" in college (4)
insight into personal limitations and worth (3)
responsibility toward others (2)
insight into today's social problems (2)
conflicts of individual and institution (1)
information about four-year colleges (1)

2. Do you feel that you personally affected your counselee's attitude toward college? In what way?

All respondents indicated that they felt that they had affected attitudes in one or more of the following ways:

encouraged them to will to succeed in spite of previous failures (4)
encouraged them to formulate individual goals (2)
instilled desire to do well in their courses (2)
made college less impersonal (1)
inspired confidence in ability to make decisions (1)
convinced them that college would help them learn about themselves (1)
made college less bewildering (1)
convinced them that college is only the beginning of learning (1)

3. What do you think the relation between student counselor and professional counselor should be?

working together to help students - should get to know one another (11)
group discussions to add to the training of student counselor assistants (2)
informal (1)
the pro's should be there always to support the student counselor assistants and handle difficult problems (1)

Did you find it so?
yes (6)
no, because there was conflict and jealousy (2)
no, not enough communication (2)
no, some counselors were cooperative, some not (2)

4. What do you think the relation between student counselor and director of the program should be?

(a) should be close - much dialogue - not strictly employer-employee (7)
(b) should be two-eay communication but with the director always in control (4)
(c) the way it is (1)

Did you find it so?
yes (7), 4 (a), 2(b), 1 (c)
no (2), 1 (a), 1 (b)
not always (3), 2 (a), 1 (b)
director didn't consult student counselor assistants on some decisions
director was weak in resolving conflicts

5. What were the strong points of your training program?

simulated counseling situations (7)
general information about schedule planning, how to study, catalog, campus facilities, etc. (5)
group meetings and discussions (3)
advice from professional or older student counselors (3)
watching counselors in real sessions (2)
psychology training (2)
methods of problem solving (1)
everything! (1)

6. What were the weak points of your training program?

lack of communication with professional counselors and director (3)
none (3)
failure to visit high schools as planned (2)
director worries too much (1)
too much time spent training for group counseling (1)
not enough information on college programs, particularly the technical curricula (1)
time wasted in class settling disputes (1)
time wasted in class doing paperwork (1)
not well organized (1)
failed to impress some counselors (1)

7. Did you find a significant difference in your relationship with counselees of the opposite sex? Comment.

no (7)
yes (5)

Three males indicated that females were more responsive and open with them. One female said that females were more responsive at first, but with time, males became more dependent on her.

8. Do you find a significant difference in your relationship with counselees of other ethnic groups? Comment.

no (8)
yes (2)
White counselees have value conflict with minority counselor (2)
Non-Black counselees would not discuss personal things with Black student counselors (1)
all minority counselees accept another minority counselor (1)
dealt only with own ethnic group (1)

9. What is your general opinion of the student counselor assistant program?

excellent 3
good 9
fair 0
poor 0
useless 0

Three students stated they marked good, not excellent, only because of first year imperfections which could be removed.

Following are some direct quotes from statements by student counselors (each from a different person):

"I believe that both professional counselors and student counselor assistants are working to help the students and any petty problems should be put aside...There were a few misunderstandings and perhaps some lack of communication between student counselor assistants and director and administration"

"...regular middle class values in conflict with Black, Brown, and other ethnic group values"

"The program helped me in developing my personality and confidence in myself. It gave a sense of worthiness"

"From what I have observed, some of the professional counselors have tended to be somewhat envious of the student counselor assistants"

"They (student counselor assistants and professional counselors) should be married very thoroughly. Even using imagination of a simpleton, anyone can see the immense benefit of having minority student counselors, working with minority students, and working also very closely with the professionals to bridge the gap...(did you find it so?) Damm right -- and so did those professionals with whom I worked. I am not certain, however, as to how the other assistants were able to develop a good working relationship with the professionals."

"..In the beginning, the program was very instructional. But toward the end, most of the spirit was gone due to internal problems."

"Helped me to better understand the needs of the Black students at LACC and also helped me to better understand how the educational institutions fail in meeting these needs."

"The program is giving me great insight into my personal abilities and limitations...counselees felt they had a friend who cared how they did in college ... I learned certain answers just by listening to one of the professional counselors answer questions ... I found the Director a warm, sympathetic, patient man who always found time to discuss with me any problems."

"It helped in one way I know for a fact and that is not feeling down and out about being in the Developmental Studies."

"By the end of the Spring semester the student counselling program will be excellent, due to trials we will have corrected all errors."

"Need to learn more about group process, ability to counsel more than one or two but a group of ten or more."

"The attitude of both professional counselor and student counselor should be one of mutual respect. The professional counselor should not feel threatened ... and the student counselor should accept meaningful advice ... I did not find this relationship to exist in overall terms. It existed with certain individuals on both sides."

PROFESSIONAL COUNSELORS

Thirteen of the sixteen professional counselors returned questionnaires submitted to them. They were asked to respond to these three point scales similar to those submitted to the student counselors, with the request that they estimate (1) amount of help generally needed by counselees, (2) amount of help student counselors can be expected to give, and (3) amount of help actually given by the Fall, 1968 student counselors. Table 10 indicates numbers of responses (and average response) in each of these categories.

TABLE 10. - Professional Counselor Judgments as to Help Needed, Ability of Student Counselor Assistants to Provide Help, and Help Provided

	Amount of help generally needed				Amount of help S.C. can be expected to give				Amount of help given by F'68 Stud. C. A's			
	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver.	None (1)	Some (2)	Much (3)	Aver
Selecting a schedule of classes	0	5	8	2.62	0	6	7	2.54	0	9	3	2.25
Understanding college catalog	0	6	7	2.54	0	8	5	2.38	2	8	1	1.91
Understanding college rules	0	9	4	2.31	0	10	3	2.23	3	8	0	1.73
Learning how to study	0	4	9	2.69	0	10	3	2.23	2	9	0	1.82
Information about 4 yrs. colleges	0	2	11	2.85	1	10	1	2.00	2	8	0	1.80
Information about 2 yr. programs	0	7	6	2.46	0	11	2	2.15	4	5	1	1.70
Formulating vocational plans	0	5	8	2.62	4	9	0	1.69	5	6	0	1.55
Deciding on a major	0	8	5	2.38	2	11	0	1.85	3	8	0	1.73
Understanding abilities	0	5	8	2.62	4	8	0	1.67	6	5	0	1.45
Understanding limitations	0	4	9	2.69	3	9	0	1.75	7	4	0	1.36
Having self-respect	0	8	5	2.38	0	9	4	2.31	0	6	4	2.40

Other areas mentioned (each by one respondent) included "gaining self-confidence", "seeking professional guidance", "defining student ability", "information about clubs and student activities", "information about instructional Materials Laboratory", "encouraging personal contacts with teachers and counselors".

Following is a summary of responses to the remaining questions.

II. Please estimate the following:

1. How many times did a student counselor personally bring a student to you for help?

one (2)
two (4)
three (1)
four (3)
eight (1)
twelve (1)
twenty-five (1)

median: three

2. How many times did a student seek your counsel because a student counselor had suggested he do so?

none (3)
one (4)
two (3)
three (1)
four (1)
ten (1)

median: one

3. How many times did a student counselor come to you to get answers to informational questions (not related to a particular student)?

one (2)
two (5)
three (1)
five (2)
ten (3)

median: two

4. How many times did a student counselor come to you for advice in assisting one of his counselees?

none (2)
one (5)
two (2)
three (2)
five (1)
six (1)

median: one

III. What do you think the relation between student counselor and professional counselor should be?

one of close cooperation (7)
student counselor assistants should help with routine information but should consult with professional counselors on educational problems (4)
supervisor-trainee relationship (3)
continuous communication (1)

Did you find it so?
no (12)
yes (1)

student counselor assistants were hostile and suspicious of professional counselors (2)
student counselor assistants resented any suggestions (1)
no communication (1)
little done to encourage communication (1)

Please describe what you consider appropriate criteria for selection of student counselor assistants.

good academic standing (10)
willingness to cooperate with professional counselors (5)
interest in helping students (4)
agreement not to let political activities enter in (3)
ability to express self (2)
minimum of outside obligations (1)
evidence of campus or community service (1)
on campus two semesters or more (1)

What is your general opinion of the student counselor assistants program?

excellent (0)
good (3)
fair (4)
poor (6)
useless (0)

Do you think it should be made a permanent part of the LACC guidance program?

yes, substantially as is (0)
yes, with minor changes (3)
yes, with major changes (9)
no (1)

Please give reasons for your answer in the space below, and describe any recommended changes.

Program would be more effective if more liaison existed between professional counselors and student counselors assistants -- perhaps having specific assignments of professional counselors to student counselor assistants. (8)

Different basis for selection of student counselors is needed -- militants should be excluded, race should not be the dominant factor (4)

Student counselor assistants' time on duty was too often spent on activities, mostly political not relevant to counseling (4)

Student counselors have been advising in areas wherein they are not qualified (4)

Program would be more effective if limitations imposed by outside funding were removed (1)

Following are some direct quotes from statements by professional counselors (each from a different person):

"There are several student counselors who are hard working, conscientious, and dedicated to their job. But they tend to carry along with them the deadwood who seem to be far more concerned about their outside activites and conferences with their own select group of friends."

"The student counseling staff should be reduced in size; frequently the current members of the staff have little or nothing to do."

"Student counselor assistants should be aware of the need of the close team relationship with professional counselors and to be willing to cooperate...there has been practically no effort to work with me as a professional counselor."

"They have given much wrong information to students as well as directing them in unrealistic goals and classes. This later was determined by accidentally seeing students after their advice by student counselor assistants.

"A friendly and helpful rapport should exist between student counselor assistants and professional counselors...the student counselor assistants resented any suggestions made to them."

"Students should not be chosen for this program who are known militants on campus."

"I feel that it could be of great value, but structured with the severe limitations imposed by outside funding, I feel that perhaps more harm than good is resulting from it."

"People selected in wrong manner---should be selected on basis of scholarship, citizenship, and basic integrity for this type of work where they deal with students' careers and affect their decisions and their lives."

"A student who wanted Business Data Processing was enrolled on the advice of the student counselor in Computer Technology...I strongly recommend that student counselor assistants work more closely with the professional counselor."

"I believe that the student counselor assistants have helped give additional confidence to minority group members...My principal complaint is the separateness with which the two groups (student counselor assistants and professional counselors) have proceeded..."

"I believe with adequate training and orientation students can successfully relieve the professional counseling staff of much routine advisement and can relate particularly well to some students of minority groups."

"Successful students interested in helping can be effective in working with other students ... I feel counseling at LACC could be more meaningful if there was closer cooperation between the two segments."

"I know very little about what is going on in the program...In general it appears that students are using the service and without information on negative reactions, it appears that the service is of value. The student counselor assistants that I have seen on duty seem conscientious, concerned, able to express their ideas well, and capable of relating to other students."

"It is my opinion that many of the student counselor assistants (not all) are not following the original concept of the role of the position, but are more interested in devoting their attention to activities of another nature."

"If the program is to be more meaningful, the communication between professional counselors and student counselors must be improved. The critical issue is the giving of wrong information..."

Table II presents for comparison purposes rankings, in order of average response, given by counselees, student counselors, and professional counselors to the eleven areas described earlier. Rank correlation coefficients are indicated for each pair of ranks. Counselees and student counselors agreed pretty well on the areas of need and of help provided. Professional counselors seemed to feel that the student counselors were provided help in the areas in which they could be expected to help but could neither provide nor be expected to provide assistance in certain areas of need, viz., information about four year colleges, understanding abilities and limitations.

TABLE 11 - Rank Order of Average Responses

	Counselors	Student Counselors		Professional Counselors		
	Help obtained (A)	Help needed (B)	Help provided (C)	Help needed (D)	Exp. of S.C. help (E)	Amt. of S.C. help (F)
Selecting a schedule of classes	1	1	1	5	1	2
Understanding the college catalog	5.5	10	9	7	2	3
Understanding college rules	11	11	11	11	4.5	6.5
Learning how to study	5.5	4.5	4	2.5	4.5	4
Information about 4-yr. colleges	2	2	2	1	7	5
Information about 2-yr. programs	3	4.5	3	8	6	8
Formulating covational plans	7.5	3	5.5	5	10	9
Deciding on a major	10	6	5.5	9.5	8	6.5
Understanding their abilitles	7.5	7	10	5	11	10
Understanding their limitations	9	8	7.5	2.5	9	11
Having self-respect	4	9	7.5	9.5	3	1

Correlation coefficients:

AB	.61	BC	.90	CD	.46	DE	-.12	EF	.88
AC	.73	BD	.58	CE	.20	DF	-.19		
AD	.35	BE	-.09	CF	.28				
AE	.51	BF	.04						
AF	.56								

IV. SUMMARY AND CONCLUSIONS

This report is an effort to evaluate some aspects of the Student-Counselor-Assistant Program inaugurated in the Fall 1968 semester on the Los Angeles City College campus, with support from the U. S. Office of Economic Opportunity through the American Association of Junior Colleges. Scholarship and persistence statistics were compiled and compared for three groups: (1) the experimental group of socio-economically disadvantaged students who were counseled by the paraprofessional student counselors; (2) a comparison group of socio-economically disadvantaged students who failed to respond to the invitation to be counseled by the student counselors; (3) a comparison group of Fall, 1967 entrants, selected to match the experimental group on the variables of high school background, sex, age, and performance on the college aptitude test (S.C.A.T.). Subjective data were obtained by means of questionnaires submitted to students who were counseled, the student counselors, and the professional college counselors.

From the data presented in the body of this report, the following conclusions appear justified:

(1) Students (Group A) who were counseled by the student counselors clearly persisted at a higher rate throughout the semester than those students who were invited to be counseled but declined the invitation (Group B). The degree of relationship between motivation to accept the invitation to consult a student counselor and motivation to stay in college was not measured in this study and is possibly quite strong. Nevertheless, the difference in persistence rates between the two groups (99% vs 81%) is statistically highly significant and indicates that the student counselors had an impact on the students' staying in college throughout the semester.

(2) First semester scholarship performance, as measured by grade-point average, was almost identical for groups A and B (1.94 vs 1.93). However, aptitude for college work as measured by the college entrance examination was clearly higher for group B (average performance at the 25th national college freshman percentile) than group A (average performance at the 10th percentile) indicating that the student counselors had a positive effect on the students academic performance.

(3) When compared to a group of Fall, 1967 entering students (Group A-1) matched on age, sex, high school background, and total SCAT scores (but not on any motivational factors), counselees persisted at a higher rate (99% vs 88%) and performed at a higher academic level (GPA 1.94 vs 1.66; % above C average 50% vs 34%).

(4) A higher percentage of females responded to the invitation to be counseled than did males (49% to 40% of those invited). Females in the Developmental Studies (group AD) performed better than males (GPA 2.26 vs 1.81); females in the remaining subgroup (group AR) performed slightly below males (1.7% vs 1.84). Both males and females in Group A performed at about the same level as those in Group B, and significantly better than their counterparts in the Fall, 1967 comparison group.

(5) Counselees from predominatly Negro Los Angeles city high schools persisted throughout the semester at a 100% rate. Grade point average for this group was slightly below the group A average (1.76 vs 1.94), but slightly better than the comparable subgroup of Fall, 1967 entrants (1.76 vs 1.60). Male performance in this group was significantly better than that of their counterparts of a year ago (1.73 vs 1.28), primarly due to the high performance of those not in Developmental Studies (GPA 1.91).

(6) Although numbers are small, consideration of counselees from Los Angeles city high schools predominatly Mexican-American indicates that relatively more males were counseled (58% vs 37% for all of group A), females(but not males) showed improvement in grade point average over those of a year ago, performance in Developmental Studies was relatively poorer than those from predominatly Negro high schools.

(7) Counselees from out city high schools performed at a higher rate than other sub-groups (GPA 2.20, 68% above C), significantly better than their counterparts of a year ago (GPA 1.45, 24% aboveC). Motivational factors may be significant in this group, as these students were originally not invited to be part of the program and were permitted to be counseled either by their own request or at the invitation of the student counselors.

(8) The number of interviews for a counselee showed no relationship to his grade point average. Apparently factors other than frequency of visits were significant in the student-counselor-counselee relationship.

(9) 90% of the students counseled rated the program as good or excellent, with almost two-thirds rating it excellent and only one student rating it poor. They almost unanimously rated their relations with their student counselor as warm and friendly. They indicated that they received most assistance in the areas of selecting a class schedule and getting information about four year colleges and two year programs. Black counselees particularly felt they received considerable help in being inspired to do well in college, in having respect for themselves, and understanding their abilities and limitations.

(10) Student counselors unanimously rated the program good (75%) or excellent (25%). They felt that their experiences personally were valuable ones of learning, that they were successful in improving attitudes toward college, of their counselees, that the relationship with the professional counselors was generally one of working together but with some conflicts and jealousies, that their relationship with the program director was generally close and satisfactory with some conflicts about decision making, that sex and race were usually but not always irrelevant, and that their training program was generally good but could be improved, with a variety of suggestions offered.

(11) *The college professional counselors indicated considerable con*cern for the program, with nearly half rating it poor. They reported few instances of referrals by student counselors, felt that student counselor-professional counselor relations were in need of considerable improvement, suggested several criteria for selection of student counselors, and evidenced concern about political activities taking place during student counseling sessions. Almost all, however, indicated that a student counseling assistant program, with appropriate changes should be made a permanent part of the Los Angeles City College guidance program.